DOCUMENT RESUME

ED 217 703 FL 012 966

AUTHOR Haverson, Wayne W.; Haynes, Judith L.
TITLE ESL/Literacy for Adult Learners. Language in Education: Theory and Practice, No. 49.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
REPORT NO ISBN-0-87281-306-1
PUB DATE May 82
CONTRACT 400-77-0049
NOTE 70p.
AVAILABLE FROM Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($6.00).

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adults; *English (Second Language); *Functional Literacy; Immigrants; Learning Activities; Lesson Plans; *Literacy Education; *Reading Instruction; Refugees; Teaching Methods; *Writing Instruction

ABSTRACT

This guide takes an eclectic approach to literacy training, that is, it allows the instructor to select those materials and methods that best fit the needs of individual learners. It includes a definition of the target population which will include adults who are nonliterate, preliterate, semiliterate, and those who are literate in a non-Roman alphabet. A section of the book describes the goals and content of literacy training, a summary of pre-reading skills and minimal competencies, a checklist for the teacher, and 10 pre-reading activities. The next section deals with teaching functional language skills and the basic vocabulary and structure which will have immediate application to the daily living situations in which immigrants find themselves. The third section of the guide presents a rationale for teaching writing and an initial lesson plan for introducing numbers. The final section on teaching reading discusses teaching the association of the oral and written form and provides lesson plans for teaching sight words, sound/symbol relationships, and the experience story technique. Three appendices on teaching the alphabet, number exercises, a list of Oregon Minimal Competencies, and an annotated bibliography complete the volume. (AMH)

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LANGUAGE IN EDUCATION:
Theory and Practice

49

Wayne W. Haverson
and Judith L. Haynes

ESL/Literacy for Adult Learners

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FL012966

Published by
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This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract no. 400-77-0049. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or ED.

Language in Education: Theory and Practice
Series ISBN: 87281-092-5

ISBN: 87281-306-1

May 1982
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By the Center for Applied Linguistics
3520 Prospect Street NW
Washington DC 20007

Printed in the U.S.A.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

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Sophia Behrens, Editor

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Overview

The recent influx of non- or limited English-speaking adult learners who are nonliterate or semiliterate in their own language is a matter of special concern to adult educators. The task of trying to cope with our print-oriented society is virtually impossible for these learners. Not only must they possess certain minimal literacy skills to meet the demands of daily life in this country, but they must learn a new language at the same time. In order to meet the varying needs of these groups of learners, special emphasis must be placed on the development of literacy training components in ESL (English as a second language) programs.

The question of whether or not to teach native language literacy skills prior to teaching second language (English) literacy skills often arises in the literature dealing with these adult learners. Research in this area is inconclusive. In fact, the question of whether or not nonliterate limited English-speaking adults should be taught to read at all frequently appears. However, there is research that supports the notion that initial progress in learning to read (basic literacy) is more rapid in the learners' native language than in a second language (see, for example, Thonis 1970, Modiano 1968).

On the other hand, the availability of instructors qualified to deliver native language literacy programs to the diverse language groups found in most adult classrooms must be considered. Strauch (1978) reports that it is this factor which most often determines the teacher's choice of the language to be used in literacy instruction. There are also other barriers to native language literacy instruction. Gudschinsky (1962) found that many speakers of minority languages are convinced that control of the official language is the only door to prestige or advancement, and some parents are reluctant to allow their children to receive native language instruction in bilingual programs.

Teaching literacy skills to nonliterate and semiliterate limited English-speaking adults is much different from teaching these skills to native speakers of English. Native speakers already have control over some of the systems of language--specifically, listening and speaking--and can concentrate on gaining control

of the other systems--reading and writing. The sounds of English, the vocabulary, and the structure of the language are systems that are all in place for the native speakers. They are ready to begin prereading, word attack, comprehension, and writing exercises. The limited English speaker does not have this advantage.

A clear distinction must be made between the teaching of reading and writing. Letter formation is taught systematically and separately from reading. Individual goals as well as the goals of the program need to be weighed equally when determining the extent of a writing program. Mastery of the writing system is especially difficult for nonliterate adults who are limited English speakers.

In fact, all aspects of literacy training will be extremely difficult for most adult learners. Programs need to develop a rationale for the teaching of literacy skills that reflects the needs, educational backgrounds, and abilities of the learners as well as realistic expectations on the part of the instructors.

There are three major approaches to teaching literacy: synthetic, analytic, and eclectic. Synthetic approaches are concerned with the mastery of the elements of words, i.e., letters and syllables. Once these elements have been put into place, the learner progresses to larger units. Usually this is done through the use of graded reading materials. An assumption is made that comprehension will automatically follow mastery of word-recognition skills. This method works best with languages for which the graphemes consistently represent the same sounds.

Analytic approaches focus on the meaning of whole units. The learner is shown a word or phrase and is told the meaning. The learner looks for visual clues--configurations--in order to associate the visual form with the word or phrase. Comprehension is stressed at all times. Once the word-meaning relationships have been mastered, the phrase may be broken down into individual words, words into syllables, syllables into letters, and appropriate sounds given to the component parts.

An eclectic approach to literacy training is a combination of both synthetic and analytic methods. This approach allows the instructor to select those materials and methods that best fit the needs of the individual learners. It also takes into consideration the fact that adults have different learning styles

and learning rates; each learner progresses at his or her own speed.

This booklet, which is based in part on an earlier publication (Teaching ESL to Illiterate Adults, No. 9, Indochinese Refugee Education Guides, Center for Applied Linguistics, 1981), will take an eclectic approach. It will include a definition of the target population, discuss the goals of literacy training, and describe the content of a literacy training program, including the specification of minimal competencies. In addition, it will provide an extensive annotated bibliography on literacy training in first and second languages. The suggestions and guidelines presented here have been gathered from many sources and field-tested over a period of years. It is the hope of the authors that instructors will use this material to develop unique literacy programs that reflect the needs of their learners.

Target Population

Limited English-speaking adults who need literacy training can be grouped into four major categories:

1. Nonliterate: Learners who have no reading and writing skills in any language, but who speak a language for which there is a written form.

2. Preliterate: Learners who represent a group for which there exists only an oral language.

3. Semiliterate: Learners who have the equivalent of three to four years of formal education and/or possess minimal literacy skills in some language. These learners probably know the names of the letters, can recognize some common words by sight (e.g., name, address, names of local shops) but usually can write only their name and address. Because of limited exposure to formal education, they have little confidence in their ability to learn.

4. Literate in a non-Roman alphabet: Learners who are literate in their own language (e.g., Khmer, Lao, Chinese, etc.) but need to learn the Roman alphabet and the sound-symbol relationships of English.

Goals of Literacy Training

It is important for the ESL instructor to have a clear idea of the goals of instruction prior to planning a program. By establishing goals, the teacher can better organize and evaluate the program. At the conclusion of literacy training, the learner should be able to accomplish the following:

1. Follow simple oral and written directions

2. Recognize and match similarities and differences in shapes (symbols), letters, and words

3. Arrange shapes (symbols), letters, and words in logical sequence

4. Recognize as sight words material already practiced in listening and speaking

5. Demonstrate an understanding of word order and sentence sequence

6. Distinguish aurally the differences among initial consonants, short and long vowels, common consonant blends, and consonant and vowel digraphs

7. Produce orally initial consonants, short and long vowels, common consonant blends, and consonant and vowel digraphs

8. Recognize the graphemic representation of initial consonants, short and long vowels, common consonant blends, and consonant and vowel digraphs

9. Produce the graphemic representation of initial consonants, short and long vowels, common consonant blends, and consonant and vowel digraphs

The purpose of distinguishing among and producing sounds, and recognizing and producing graphemes is to enable the learner to

collect as many clues as possible from words and to use that information in context to enhance meaning. Sounds and symbols, however, are not to be taught for their own sake in an isolated context. The overall goal of understanding must be foremost in the objectives of instruction.

Content of Literacy Training

Literacy training for limited English-speaking adult learners involves the following steps:

1. Prereading skills

2. Basic vocabulary and grammar suited to the needs of the learners until a control in listening and speaking can be established

3. Identification of symbols

4. Association of the basic oral patterns with the written forms of sentences, words, and letters

5. Reading of material already mastered aural-orally

6. Reading of material made up by recombining and rearranging those materials already mastered aural-orally

Prereading Skills

Pre- and nonliterate limited English-speaking adult learners must be introduced to a formal learning environment. They have been successful adult learners, but never or rarely in a formal classroom setting. Since the ability to focus on a single topic for an uninterrupted period of time is critical to the learning process, learners must be able to demonstrate an effective concentration span of no less than ten minutes.

Pre- and nonliterate adults do not automatically know that pictures, the lifeblood of English as a second language instruction, represent real objects. They must be taught that two-dimensional objects may be used to convey meaning. Most adult pre- and nonliterates have learned in the past through experience--through the use of objects and not through abstractions. In addition, teachers cannot automatically assume that their students can follow directions or work with others in a group as well as independently.

Limited English-speaking learners who are preliterate, nonliterate, semiliterate, or literate in a non-Roman alphabet cannot have enough practice in listening skills. Activities that focus on auditory discrimination, responding to classroom commands, and the development of an active and passive vocabulary are prerequisite to the reading/writing process. The concentration is on listening skills; oral production is minimized. Comprehension is best expressed through physical response.

Skill in visual perception needs to be developed. Learners should be able to categorize same and different, recognize and respond to colors and different sizes and shapes, and follow left-to-right and top-to-bottom progression. Appropriate responses to gestures must be taught.

Other prereading activities include practice in visual/auditory recognition and motor skill development (both fine and gross muscle skills) and in the ability to manipulate language (recognize auditory statements and questions, recognize and produce intonation patterns).

Special consideration must also be given to the emotional readiness of the adult learner. Can he or she tolerate group work? Most nonliterate, semiliterate and preliterate learners have very poor self-images. They have probably had very limited--if any--success in a formalized learning environment.

Minimal Competencies

In order to begin the reading process, adult learners must be able to perform certain task-oriented goals or "competencies." The following list of minimal competencies in prereading was developed for use in the Oregon Vocational English as a Second Language Program.

CONCEPT OF SAME AND DIFFERENT

___ Learner orally or through actions matches two or more objects that are the same.

___ Given three objects, learner points to two objects of the same color, shape, and size.

___ Given three objects, learner points to the object that is different from the others.

LEFT-TO-RIGHT PROGRESSION

___ Given a picture story of three or more pictures in left-to-right sequence, learner points to correct picture as story is told.

___ Given three pictures, learner sequences them from left to right as story is told.

___ Given a symbol at the left of a page and a series of symbols aligned across the page, learner marks the same symbol.

TOP-TO-BOTTOM SEQUENCING

___ Given a series of exercises, learner completes in order from top to bottom.

Prereading Checklist

This checklist is designed to be used by teachers as a diagnostic tool prior to any literacy instruction. No assumptions can be made about what the students can or cannot do. If there is an indication of lack of skills in any area, these skills must be taught. Mastery of these prereading concepts will prepare a limited English-speaking adult learner for initial reading and writing instruction.

The checklist was designed to be used as an integrated unit, not as individual categories to be applied one after the other. An instructional sequence may deal with concepts in several categories simultaneously: for example, left-to-right progression, top-to-bottom progression, sound-letter relationships, attention span, independent work, and two-dimensional objects representing realia may all be featured in the same lesson. Learning does not take place in a one-unit neatly planned progression; therefore, it is necessary to try to control the learning factors to heighten the experience in many areas at the same time.

THE LEARNER EXHIBITS:

General

___ Ability to concentrate for a minimal amount of time

___ Ability to follow directions

___ Ability to work with others

___ Ability to work independently

___ Visual and auditory skills

___ Recognition of the idea that a picture represents a real thing

___ Recognition of the idea that a two-dimensional object may be used to convey meaning

___ Recognition that oral speech may be written

Listening Skills

___ Ability to follow oral commands

___ Command of passive survival vocabulary

___ Ability to discriminate phonemes

___ Command of active survival vocabulary

Sound-Symbol Recognition

___ Recognition of visual/auditory symbols

___ Ability to compare and contrast visual/auditory symbols

Motor Skills

___ Ability to perform gross motor skills functions

___ Ability to perform fine motor skills functions

___ Ability to follow along a line of print

___ Coordination of visual/motor skills

___ Ability to distinguish left-to-right progression

___ Ability to distinguish top-to-bottom progression

___ Ability to recognize symbols, including upper- and lower-case letters

___ Ability to form symbols

Visual Perception

___ Ability to follow proxemic signals (hand, facial, body)

___ Ability to recognize colors

___ Ability to recognize shapes

___ Ability to categorize (same, different)

___ Ability to follow left-to-right progression

___ Ability to follow top-to-bottom progression

___ Ability to name things in pictures

Ability to Manipulate Language

___ Ability to recognize auditory statements and questions

___ Ability to recognize and produce intonation patterns

Psychological Readiness

___ Success in the learning environment

___ Positive self-concept

___ Ability to accept peer relationships

Physical Readiness

___ General good health

___ Visual acuity

___ Auditory acuity

Prereading Activities

Effective prereading activities can be designed by the instructor. The following materials and activities are examples of teacher-made materials, developed by the authors and published by Modulearn, Inc., San Juan Capistrano, California as part of their ESL literacy program.[1] These prereading activities were designed to help the learner with visual discrimination tasks. Activity One is a teacher-directed activity. The teacher works with the learners on all five of the "sentences." The lines here are called sentences to acquaint the learner with the necessary vocabulary. At this point in the lessons, there is no need to explain the concept of sentences, but be sure to use the word "sentence" when working on this activity. In this activity, learners practice visual discrimination, "reading" from left to right and from top to bottom. Notice that the visual discrimination tasks in Activity One are very easy. The tasks become more difficult as the lessons progress, until the learner is discriminating between letters of the alphabet instead of shapes.

It would be ideal to follow Activity One with Activity Two on the same day. The tasks are very similar, and a good basis is established for the coming activities. Each activity incorporates a number of useful details that adult learners will need to know. Notice that Activities One and Two ask the learner to write NAME and ADDRESS at the top of the paper. Activity Three asks for NAME and TELEPHONE NUMBER. The directions will change slightly to incorporate CIRCLE, PUT AN X, UNDERLINE, and PUT A CHECK. (These are the most common directions given in filling out forms besides FILL IN THE BLANK.)

By the time learners reach Activity Four, they are beginning to discriminate shapes that look like letters of the Roman alphabet. Activity Four requires a more subtle ability to distinguish shape, and Activity Five requires an even finer ability. If the learners are experiencing difficulty with the activities, use these prereading worksheets as guides and make up lessons similar to them for more practice. It is very important that the learners master each activity with no errors before they are allowed to progress to the next step.

Activity Six gets the learner ready for the reading lessons that follow. Be sure that your learners can discriminate these letters one from another. It is not necessary that they know what the letter name is or the sound. Those concepts will be taught

later. It is necessary, however, that they be able to distinguish one letter from another.

The final activities include discrimination of printed letters in normal type. The learner discriminates between lower- as well as upper-case letters. All the prereading activities could be used with an overhead projector while the students work on their papers. The sheet of activities can be copied onto a transparency, and the sheets duplicated for use by students. It may be helpful to duplicate materials on colored paper using a separate color for each lesson. In that way the teacher will be able to tell at a glance whether the students are all working on the correct lesson. The instructor, using the overhead and handout lesson sheets, demonstrates the responses that are expected from the students. If necessary, the same lesson (or similar lessons) is repeated using the same teaching strategy.

Similar activities may be created by the teacher to supplement existing materials. The teacher is in the best position to understand the unique needs of the preliterate limited English-speaking adult learner. Existing materials may not be sufficient to meet these needs. It is the teacher's responsibility to provide as many opportunities as possible for prereading activities.

READING NAME _____

Pre-reading Activity 1

DIRECTIONS: Put an X on the shape that is not the same in each sentence.

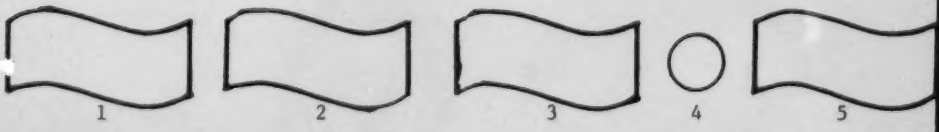
1.

2.

3.

4.

5.



READING

Pre-reading Activity 2

NAME _____

ADDRESS _____

DIRECTIONS: Put an X on the shape in each sentence that is not the same.

1.

1 2 3 4

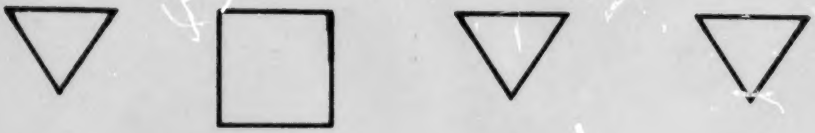
2.

1 2 3 4

3.

1 2 3 4

4.



1 2 3 4

5.

1 2 4

READING

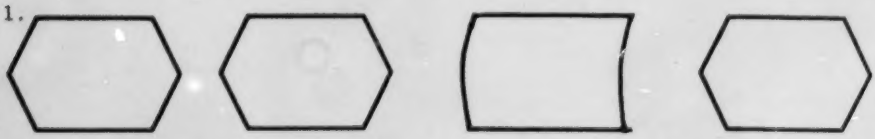
NAME _____

Pre-reading Activity 3

TELEPHONE NUMBER _____

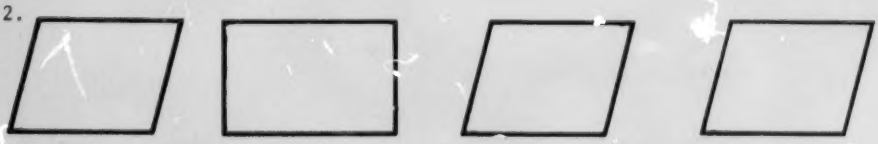
DIRECTIONS: Put an X on the shape in each sentence that is not the same.

1.



1 2 3 4

2.



1 2 3 4

3.

1 2 3 4

4.

1 2 3 4

5.

1 2 3 4

READING

NAME _____

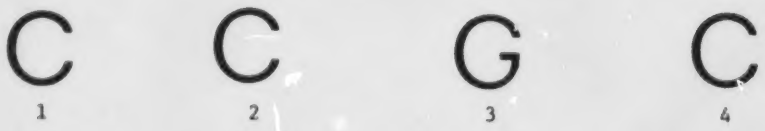
Pre-reading Activity 4

ZIP CODE _____

DIRECTIONS: Circle the shape that is not the same in the sentence.

1.

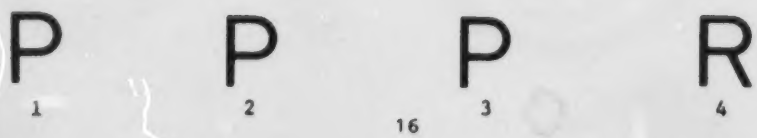
2.



3.

4.

5.



READING

Pre-reading Activity 5

NAME _____

SOCIAL SECURITY NUMBER _____

DIRECTIONS: Circle the shape that is not the same in the sentence.

1.

o	o	o	c
1	2	3	4

2.

d	o	o	o
1	2	3	4

3.

d	d	d	a
1	2	3	4

4.

b	b	d	b
1	2	3	4

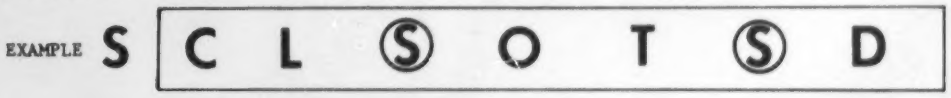
5.

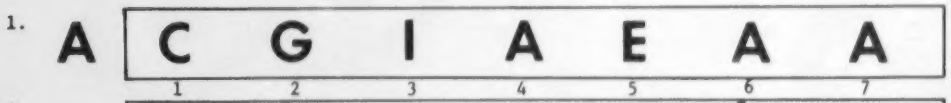
b	p	b	b
1	2	3	4

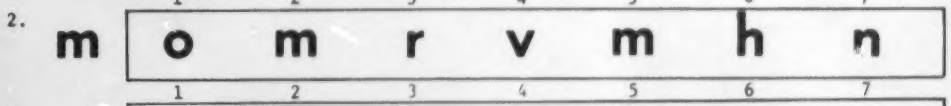
READING NAME _____

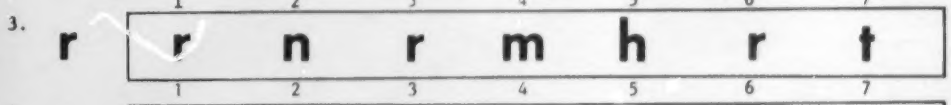
Pre-reading Activity 6 I-94 _____

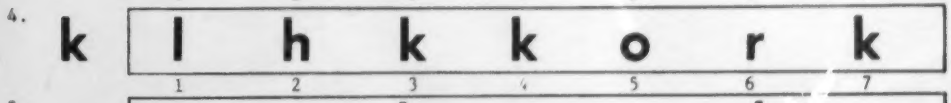
DIRECTIONS: Circle the letter in the sentence that is the same.

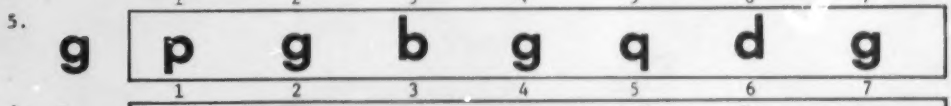


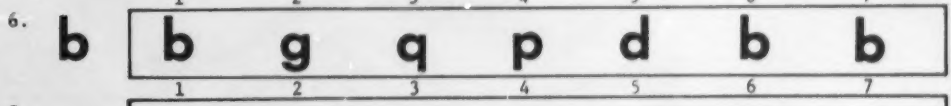


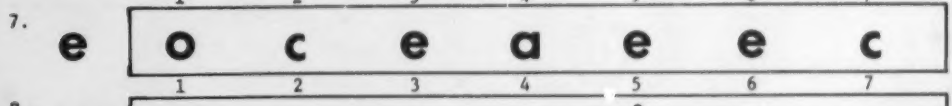


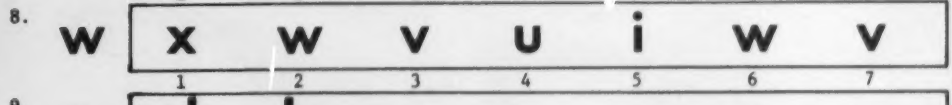


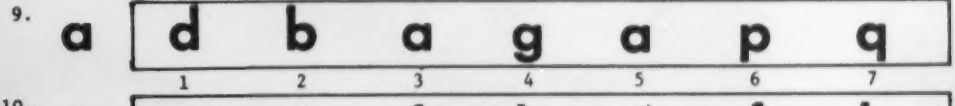


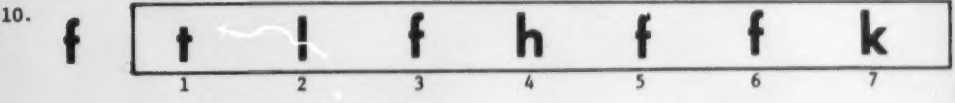












READING
Pre-reading Activity 7

FIRST NAME _____

LAST NAME _____

Put an X on the letter in the sentence that is the same.

EXAMPLE: a | n X s X m |

1. m | m m a s a m |
2. s | s a m s a s |
3. a | m s a s a m |
4. S | M A S A M S |
5. A | S M A A M A |
6. M | M S M A S M |
7. s | S s m M a s |
8. A | M a A S s a |
9. m | s S M a m A |
10. a | A s m a A a |

READING
Pre-reading Activity 8

NAME _____

ADDRESS _____

_____

Put a ✓ on the letter in the sentence that is the same.

EXAMPLE: d | ✓d m f a s ✓d |

1. f | d f a f m d |
2. d | f a d f d s |
3. F | D M F A S F |
4. D | M D A D F D |
5. m | s d m a m f |
6. s | a f d s m s |
7. A | s D A F a d |
8. d | D f d D m D |
9. M | D d F m M s |
10. a | A a F f a M |

READING
Pre-reading Activity 9

FIRST NAME _____

CITY _____

Underline the letter in the sentence that is the same.

EXAMPLE: t | d t f m t s |

1. f | t d f m s f |
2. t | f t d t f t |
3. F | T D F F T D |
4. T | T F T D T D |
5. t | T t f T F t |
6. T | F f t T m F |
7. a | t a A s m a |
8. A | a s F A S T |
9. m | F M D m s a |
10. S | a S s t T S |

READING
Pre-reading Activity 10

LAST NAME _____

ZIP CODE _____

Circle the letter in the sentence that is the same.

EXAMPLE: p | i (p) m f n (p)

1. n | m n s p n i

2. i | p i a n s i

3. p | p n p i s n

4. N | P N I S N F

5. I | T I F P I A

6. t | i t i f t d

7. N | n N p P S N

8. p | T p P S p d

9. i | i I T t i f

10. s | S s p P s a

Functional Language Skills

Limited English-speaking adult learners often have difficulty adapting to a highly sequenced program of instruction. They must adapt work schedules, child care, problems with their own health and that of their family, other family responsibilities, and, many times, simple exhaustion to the sequential nature of the program and the learning materials. Learners who miss previous lessons generally become so frustrated that they vote with their feet and stay home.

It is vital, therefore, that initial instruction address functional language skills that have immediate application within the local setting, have definite beginnings and endings, and can be taught within limited time frames. This provides the learner with an opportunity to adapt to the unknown, unfamiliar learning process and at the same time experience the success so vital for successful language acquisition.

The basic vocabulary and structure taught should focus on survival skills* and should comprise the following: the language involved in (1) providing personal information and seeking employment, (2) using the phone on a limited basis, (3) asking for clarification and requesting/following simple directions, (4) making introductions, and (5) coping with basic health/safety, consumer, and emergency situations. This will provide the necessary control in listening and speaking that is prerequisite to literacy instruction. Survival skill training should also emphasize the management of time, schedules, and appointments.

The Oregon Vocational English as a Second Language Program has identified the following minimal skills as the basis for initial instruction:

**Editor's note: For an extensive discussion of teaching survival skills, see Ellen Vaut, ESL/Coping Skills for Adult Learners, No. 46, Language in Education series (Washington, DC: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1982).*

Basic Classroom Process

___ Learner responds to classroom commands.

___ Learner responds to common gestures.

___ Learner expresses lack of understanding (e.g., "I don't understand," "Please repeat," "Go slowly, please," "Excuse me").

___ Learner uses "where" questions with a person, place, or thing.

___ Learner understands appropriate responses to above questions (e.g., "here," "there," "over there," "downtown").

___ Learner understands, uses, and responds to simple compound directions (e.g., "straight ahead," "turn left," "turn right," "upstairs," "downstairs," "go get the ___ and bring it here").

Personal Information

___ Learner responds to such questions as "What's your first/last name?" "What's your birthdate/age?" "Where are you from?" "Are you a refugee?"

___ Learner writes the above items and checks, circles, underlines and/or makes an X beside these or additional items on a form (e.g., male/female, Mr./Mrs./Ms./Miss, m/s/w/d).

___ Learner spells name and address orally and/or produces name and address.

___ Learner makes out a card to carry with him or her containing name, address, phone number, English-speaking person to call in an emergency (e.g., sponsor, employer,

teacher, neighbor, interpreter's name/address/phone number).

___ Learner responds orally to "Who's your sponsor?" "What is your sponsor's phone number?" "How much education do you have?" "What is your past work experience?"

___ Learner produces appropriate documents (e.g., social security card, I-94).

Time/Schedules/Appointments

___ Learner knows that he or she is expected to come to class on time, take proper breaks, and leave on time.

___ Learner asks and answers the following questions: "What time is it?" "What day is it?" "When ___?"

___ Learner understands and uses the following expressions: next week, next month, this month, on Tuesday, etc.; today, yesterday, tomorrow, now/later, ___ days ago, and corresponding abbreviations.

___ Learner reads and writes clock and digital time.

___ Learner reads and writes the date in numbers in the correct order.

Simple Body Language

___ Learner understands and uses simple body language (e.g., "sh" = finger on mouth).

Introductions

___ Learner performs introductions ("My name is ___." "This is my boss/teacher, ___").

___ Learner retains the name of the person being introduced ("Hung, this is Mr. Smith." "Hello, Mr. Smith.").

Money

___ Learner recognizes and computes the values of coins and bills.

___ Learner reads and understands the symbols related to money (e.g., $, ¢, $.05).[2]

___ Learner produces orally from memory the correct amount from the above.

Numbers

___ Learner copies numbers.

___ Learner takes number dictation.

Letters

___ Learner reads (spells) letter names.

___ Learner spells name and address.

___ Learner spells name and address from memory.

___ Learner copies letters.

___ Learner takes letter dictation.

Introducing Writing

Most preliterate and nonliterate learners have definite ideas about school and its purpose. They tend to regard literacy, both reading and writing, as the primary goal and often do not share the instructor's interest in the mastery of aural-oral skills as a prerequisite. Teachers should capitalize on this high motivation to write English. Indeed, most learners will write regardless of whether or not they have been instructed to do so. By teaching the correct formation of numbers (and letters) early, high motivation is retained and many bad writing habits are reduced. A combination of numbers, e.g., social security, I-94, address, and telephone, is often the only security that a limited English-speaking adult brings to the classroom. These shapes already carry meaning; the learners can focus on the additional skill of shape formation. The learners are then more willing to allow the instructor to lead them from listening to speaking to reading to writing in the acquisition of words and phrases.[3]

The nature of the nonliterate population requires that a highly structured sequence of activity be planned. Meaningful activity must take place in a controlled sequence in order that none of the essential elements is inadvertently omitted. The following sequence of activities was designed by the authors. This model provides not only the generalized framework for instruction but also an example of a lesson plan for number and letter formation. The left-hand column provides a model for the teacher; the right-hand column indicates the activity and/or response performed during the lesson.

Writing Activities

Lesson Plan for Teaching Numbers

Teacher	Activity/Response
1. Let's learn to write numbers.	1. Distribute lined paper and pencils.[4]
2. Let's draw lines (circles).	2. Draw a row of each of the following lines/strokes on board (point out the spacing). / / / = = =

	Learners draw a row of lines/strokes on paper. [Follow with circles and))).]
3. Let's make the number 1.	3. Demonstrate on board. Learners make a row of 1's on paper.
4. Let's make the number 7.	4. Demonstrate on board. Learners make a row of 7's on paper.
5. Let's make the number 4.	5. Demonstrate on board. Learners make a row of 4's on paper.
6. Here is your homework.	6. Distribute lined paper.
7. Practice making the numbers 1, 7, 4. Make one row of these numbers. (Follow with 6, 9, 8, 0.) (Follow with 3, 2, 5.)	7. Learners are to make one row of each number.

Numbers can form the basis for many prereading activities as well. The materials in Appendix B, for instance, which were developed by Karen Hlynsky, have been used successfully at Chemeketa Community College, Salem, Oregon.

Prerequisite to writing instruction is a thorough understanding of the content of the material to be written. Strict adherence to the principle that all reading and writing lessons will have previously been mastered aural-orally will eliminate problems with comprehension of the lesson.

There are three readily recognized forms for teaching beginning writing:

1. Block form, in which the letters are all in upper case. This form eliminates early confusion between capital and lower-case letters, tall and short letters, and letters that are formed by dipping beneath the line.

2. Manuscript form, in which both upper- and lower-case letters are used. The advantage of teaching this form is that it is used in the bulk of printing in books, newspapers, and magazines.

3. Cursive form, in which a connective flow of the letters is taught. Most adults consider this form advantageous because of its psychological association with adulthood. Another advantage for the limited English speaker is the ease with which words in cursive form can be distinguished from one another.

A combination of these forms should be considered for teaching limited English-speaking adults. Instead of adopting one form of writing for all instruction, teachers should use the form that is the most appropriate for the purpose of the learner. Adjustments may be made to reflect learner needs. If a learner needs to write a signature, for example, block style would be an inappropriate choice for that learner. If the learner is reading and writing about signs or forms, the block style would probably be the most appropriate. Standard print, or manuscript style, may be the best for most students.

Summary Lesson Plan for Teaching Writing

Teacher	Activity/Response
1. Let's learn to write.	1. Distribute lined paper. Distribute pencils.
2. Let's make lines.	2. Draw a row of vertical lines on board. Learners draw a row of lines on paper.
3. Let's make circles.	3. Draw a row of circles on board. Learners draw a row of circles on paper.
4. Let's make the letter m.	4. Demonstrate on board. Learners make a row of m's on paper.
5. Let's make capital M. We use capital M for names.	5. Demonstrate on board. Learners make a row of capital M's.

6. Let's make the letter s.	6. Demonstrate on board. Learners make a row of s's on paper.
7. Let's make capital S. We use capital S for names.	7. Demonstrate on board. Learners make a row of capital S's.
8. Let's make the letter a.	8. Demonstrate on board. Learners make a row of a's on paper.
9. Let's make capital A. We use capital A for names.	9. Demonstrate on board. Learners make a row of capital A's.
10. Here is your homework.	10. Distribute lined paper.
11. Practice making the letters M m, S s, and A a.	11. Learners are to make one row of each group of letters.
12. Practice making the words "am" and "Sam."	12. Learners are to make one row of each word.

Care must be exercised in the consistency of letter formation. It is vital that the teacher provide an accurate and consistent model for the learners. It may be necessary for teachers of limited English-speaking adults to practice consistent letter formation. An alphabet model is included for this purpose in Appendix A.

Introducing Reading

Association of the Oral and Written Forms

The limited English-speaking adult learner will at some time be ready to associate basic oral patterns with written forms. Structures and individual words are taught using previously mastered materials.

Written forms may be introduced as the learner works on aural/oral presentation. Sentence strips, long pieces of paper with

the sentences or phrases printed on them, can be introduced along with the initial oral presentation to help the learner associate the oral patterns with the written forms. The sentence patterns should be used in daily lessons and posted on the walls of the classroom for reference whenever they are needed. The use of color for identification of patterns that go together or for distinguishing questions from answers should be encouraged. Familiarity with the patterns through daily practice is important. The learner begins with a knowledge of the meaning of the phrase through prior aural/oral practice, and then he or she learns the phrase by sight, combining the component parts into sentences and questions and answers. Only after these phases have been completed can the learner begin to break the meaningful sentences into smaller parts, or words. Similarly, thorough understanding of the words and much practice with building the sentence and breaking it down again must take place before the words can be divided into their parts, or letters. This whole process involves training in sight word identification.

Sight Words. Sight words are selected for instruction from any words that learners have mastered aural-orally but have not seen prior to formal presentation. During initial instruction, the limited English-speaking adult learns to identify oral language patterns visually, e.g., "What's your name?" as opposed to "What is your name?" This configuration can be taught via deliberately structured materials until the relationship of grapheme and phoneme is established.

Sentence cards are an important component of sight word instruction. The cards may be color-coded with questions one color and answers another. Sentence cards are held by the instructor and shown to all learners. The instructor models the sentence; learners repeat. The instructor asks individual learners to read the sentence card; learners respond. Sentence cards are then torn into parts (words and punctuation). The instructor models individual words; learners listen. The instructor asks learners to read individual words; learners respond. Word card(s) are given to individual learners. The process continues until all words or punctuation cards are distributed to learners.

Learners are asked to reconstruct the sentence from the word cards. This can be done with a flannel board, chalkboard, tack board or even on the floor. Learners are asked to read the sentence. Sentences remain on display in the room for reentry practice.

In order for the learner to follow instructions, the words "sentence," "question," "period," "question mark," "word," and "contraction" are used by the teacher throughout the presentation. Articles ("a," "an," "the") are always included with the noun on the same word card.

Reading Activities

Summary Lesson Plan for Teaching Sight Words

Teacher	Activity/Response
1. This is the question "How are you?"	1. Show sentence card. Learners listen and repeat three times.
2. This is the word "how."	2. Cut off "how" from sentence card.
3. Please read this word.	3. Show word card "how." Learners respond. Give word card to learner.
4. This is the word "are."	4. Cut off "are" from sentence card.
5. Please read this word.	5. Show word card "are." Learners respond. Give word card to learner.
6. This is the word "you."	6. Cut off "you" from sentence card.
7. Please read this word.	7. Show word card "you." Learners respond. Give word card to learner.
8. Let's make the question "How are you?"	8. Ask learners to sequence question on flannel board.
9. After a question there is a question mark.	9. Put question mark after question.
10. Please read the question.	10. Point to question. Learners read in chorus and individually.

11. This is the answer "Fine, thank you."	11. Show sentence card. Learners listen and repeat three times.
12. This is the word "fine."	12. Cut off "fine" from sentence card.
13. Please read this word.	13. Show word card "fine." Learners respond. Give word card to learner.
14. This is the word "thank."	14. Cut off "thank" from sentence card.
15. Please read this word.	15. Show word card "thank." Learners respond. Give word card to learner.
16. This is the word "you."	16. Cut off "you" from sentence card.
17. Please read this word.	17. Show word card "you." Learners respond. Give word card to learner.
18. Let's answer the question "How are you?"	18. Ask learners to sequence answer on flannel board under question.
19. After an answer there is a period.	19. Put period after answer.
20. Please read the answer.	20. Point to answer. Learners read in chorus and individually.
21. Please read the question.	21. Point to question. Learners read in chorus and individually.
22. Please read the answer.	22. Point to answer. Learners read in chorus and individually.

A suggested list of minimal competencies for sight word instruction was designed by the Oregon Refugee Vocational English as a Second Language Program.

Basic Survival Sight Words

___ Learner reads by sight the following words used on forms: first name, last name, city, state (see pp. 38-39 for a discussion of the language used on forms).

___ Learner reads by sight the following words requiring numbers as responses on forms: telephone number, house number, apartment number, zip code, date, social security number, alien registration number, birthdate.

___ Learner reads orally his or her own name and address.

___ Learner reads and marks the following words appropriately on a form: male/female, M/F, Mr./Mrs./Ms./Miss.

___ Learner reads days of the week, months, and their abbreviations.

___ Learner reads key survival words, e.g., MEN, WOMEN, BUS STOP, DON'T WALK, WALK, EXIT, ENTRANCE, DANGER, HOSPITAL, NO SMOKING.

___ Learner reads his or her bus number and symbol.

___ Learner reads orally common sight words relating to his or her oral vocabulary, e.g., what, my, they, a, and.[5]

Relating Sounds to Symbols. It is necessary to establish a rationale for literacy instruction for each learner. This will dictate whether or not the learner exits from the program, continues with a more advanced course of study, or repeats the program. The rationale will be determined by an ongoing process of subjective evaluation.

During the process of evaluation, the teacher will discover whether or not the learner is ready for some sound-symbol relationship training. If it has been determined that such training is needed, there should be a structured sequence of activities developed for instruction. The teacher should determine as a

part of the evaluation process what needs the student has and how they may best be met. As a guide for the teacher, the authors have developed a model for presentation of sound-symbol relationship training.

Presentations are made for common long and short vowels, common consonant blends, consonant digraphs, and all consonants in initial positions. Key words that relate to vocabulary known by learners are used in all presentations, thus maintaining the comprehension component that is so vital to the purposes of instruction. The material is presented as rapidly as the learners are able to master the concepts. Letters are presented not in alphabetical order, but according to oral language production consistency in an initial position:[6]

M, S, A, D, F, T

P, N, I, L, B, Z, C

G, H, E, J, R, V

K, W, U, Y, Q, O, X

The letter is printed on the chalkboard and identified by name. The instructor shows a prepared visual of the key word and models the word for the learners. The learners listen to the instructor and repeat the key word a number of times. The instructor identifies the initial sound and models other words containing the same initial sound. The learners listen to the models and repeat each one several times after the teacher. Instruction on the formation of the sound is given to the learners if it is needed. Positions of the lips, tongue, and teeth may be demonstrated and practiced. The name and sound of each letter are identified and drilled by the use of the key word.

Three-by-five letter cards are made by the teacher prior to presentation of the new lesson and distributed to the learners. The instructor models several words using the letter sound in an initial position. The learners hold up the letter card when they hear the sound of the letter printed on the card. The key word is printed on the chalkboard under the letter. Learners are asked to read key words in chorus and individually.

Sample Lesson Plan for Teaching Sound/Symbol Relationships

Lesson One: M m /m/

Teacher	Activity/Response
1. This is the letter m.	1. Print letter m on board. Learners listen.
2. This is a man.	2. Show visual. Learners listen and repeat three times.
3. This is the letter m.	3. Point to letter m on board. Learners listen.
4. The sound of the letter m is /m/ as in the word "man."	4. Learners listen.
5. m-an man, m-iss miss, m-op mop (much, my)	5. Teach learners to make the sound /m/. Model sound and each word separately. Learners listen and repeat three times.
6. What is the sound of the letter m?	6. Learners respond /m/. If learners have difficulty with the formation of the sound /m/, repeat steps 1-6.
7. What is the name of the letter?	7. Point to letter m. Learners respond m. Prompt, if necessary.
8. Listen to some words with the sound /m/.	8. Learners listen.
9. Listen and repeat.	9. Model each word separately. Learners listen and repeat three times.
10. This is the letter m.	10. Show 3 x 5 card with the letter m on it. Learners listen.

11. The sound of the letter m is /m/ as in the word "man."	11. Distribute 3 x 5 cards printed with letter m to learners. Learners listen.
12. Hold up your card when you hear the sound of the letter m.	12. Demonstrate activity. Learners listen.
13. What is the sound of the letter m?	13. Learners respond /m/. If learners still have difficulty with the formation of the sound /m/, repeat steps 7-13.
14. Hold up your letter card when you hear the sound /m/. "Man, hello, mess, my, last."	14. Model each word. Learners hold up letter m card for appropriate word.
15. This is the word "man."	15. Print "man" on board under letter m.
16. Please read this word.	16. Point to word "man." Learners read in chorus and individually.

For instruction in relating sounds to symbols, we have included below a list of minimal competencies developed by the Oregon Refugee Vocational English as a Second Language Program.

Association of Spoken and Written Sentences

___ Learner recites memorized sentences as he or she looks at the written sentence.

___ Learner arranges question and answer sentence strips in sequence and reads sentences aloud.

Association of Spoken and Written Words

___ Learner arranges flash cards in proper sequence and reads words (sentences) aloud.

Association of Sound with Letter

___ Learner marks/points to initial letter of a word given orally.

___ Learner writes initial letter of a word given orally.

___ Learner reads words with specific consonant/vowel/consonant combinations.

Form Language. Among the skills of interpreting the written word lies a very important, although neglected area of comprehension: understanding "form language," or wording that is used specifically on forms that everyone must fill out. It is survival language because every person who deals with the government or with any public agency must be aware of the language and be able to use it with very little hesitancy. It is of primary importance that the learner be familiar with this type of language. Form language has a specific purpose and even looks different from language used for other purposes.

Form language is nearly always written in capital letters. It assumes that the reader knows that the language is a written command and will realize that he or she has to do something in response to the request. Even someone who has some knowledge of the English language may have to be given some instruction on interpreting form language because of its precise command nature. There is no room for errors in form language.

Form language requires that the reader know where the answer is to be placed in the blank. Sometimes the command is written above the line on which the answer goes, and sometimes the command is written below the blank. Interpretations such as this, when the reader makes decisions from knowledge and not just according to the written word, can be very sophisticated and may be beyond the learner's realm of knowledge.

When the learner has difficulty interpreting form language, it is an indication that he or she has not had sufficient exposure to the concept. This concept may best be presented bilingually. It is recommended that the teacher provide daily class practice. For example, why does NAME _____ always appear on the worksheet? The obvious answer is that the teacher needs that infor-

mation to give full credit to the proper student. It would be just as easy to add another line under NAME that asks for another piece of information such as ADDRESS or CITY or STATE. The NAME could just as easily be FIRST NAME or LAST NAME or FULL NAME. The point is that it may be incidental learning, but it is essential to the learner and can be learned with a little practice. Practice is easy to initiate once the concept is understood. Directions for the learner to follow on a worksheet could easily use such common form language as CIRCLE, PUT AN X, UNDERLINE, CHECK. Adults have to respond to form language every day, so daily practice in class may be required for successful interpretation and completion of those tasks.

We have developed the following example for teaching form language:

Form Language

___ Learner copies personal data terms hand-printed on a chalkboard and on a sheet of paper.

___ Upon request, learner writes the following personal information: first name, last name, city, state, zip code, birthday, telephone number, social security number, alien registration number, date.

___ Learner completes a familiar form with correct personal data.

___ Learner correctly completes a post office change-of-address card.

Experience Story. Another approach to teaching reading, one that deals primarily with comprehension, is the experience story. A language experience story is developed from a shared experience by the learners. During the introductory parts of the lesson, learners may indicate an unusual experience that they have had. The teacher then asks the learners to tell the story. The teacher writes the story on the chalkboard, being careful to use only the vocabulary of the learners. Structure may be supplied, but otherwise the story is exactly as the learners tell it. A language experience story can be as short as the learners make it. It could be as short as two sentences.

The story is then read aloud by the class. They may copy it for future practice (read to a tutor/paraprofessional). The teacher may copy it for inclusion in an "Our Stories" book for future reading practice. The experience story may be used for word attack skill practice at a future time.

As a sample guide for using the experience story approach, we have included the outline that follows. These steps are recommended only as a guide that the teacher may elect to reduce or augment. If changes in the procedure are undertaken, caution should be taken to insure that all the processes are represented.

Sample Lesson Plans for Experience Story Technique

Introduction

Teacher	Activity/Response
1. Tell me about the classroom.	1. Draw diagram of classroom on chalkboard or newsprint flip chart. Prompt, if necessary, to make sure the placement of chairs and tables is included. Learners describe the classroom. Fill in the diagram with descriptions.
2. This is a picture of me in front of the class.	2. Draw stick figure of "teacher" on diagram in front of the chairs and table. Learners listen.
3. Show me where you are in the classroom.	3. Ask one learner to come to the diagram and indicate position in classroom. One learner comes to front and indicates position on diagram.
4. Draw a picture of yourself (write your initials).	4. Learner draws picture of himself or herself on diagram. Other learners indicate correctness of location.

Continue with this activity until learners understand that two-dimensional objects can represent real items. This may take several class periods.

Continuation

1. Let me tell you my story.	1. Prior to class, divide a sheet of newsprint into three sections. Draw stick figures to indicate coming to class, teaching class, and going home. (Story must have a definite beginning, middle, and end.) Learners listen.
2. Please tell the class my story.	2. Divide chart into three sections. Give each section to a different learner. Learners retell the story.

It may be necessary to do many stories for the learners to understand the process. Story may be kept for sequencing practice during a later class period.

Language Experience Story

1. Tell me your story.	1. A picture collage or shared experience is selected by learner as a basis for the story. Learner tells his or her story to the teacher.
2. (Ask questions that have predictable answers to help learner to tell the story.)	2. Write the story in manuscript <u>exactly</u> as the learner tells it. <u>Do</u> <u>not</u> supply new vocabulary. <u>Do</u> help with structure. Make a carbon copy of the story. Learner tells story.

3. (Read the entire story to the learner.)	3. Point to individual words. Learner listens.
4. (Reread a sentence, pointing to the words until the entire story has been read.)	4. Point to each word. Learner reads story.
5. (Pick out meaningful words.)	5. Underline meaningful words. Learner listens.
6. (Teach words as sight words.)	6. Write a word card for each word selected. Learner matches word with duplicate word in story.
7. (Mix the word cards.)	7. Learner reads word cards independently.
8. (Make word cards for the remaining words in story.)	8. Be satisfied with a reasonable number of words learned, depending on learner's ability and pace.
9. (Give learner copy of his or her story.)	9. Learner takes story home for practice.
10. (Type story.)	10. Distribute story for learner to read in class or for part of "Our Stories" book.

* * *

We have attempted with these few suggestions and guidelines to convey information that we have gathered from many sources and field-tested over a period of years. Teachers will want to use this information to establish their own individual programs. Local instructors are the only people who can design programs to fit the needs of the learners in each particular situation. They have a unique opportunity to make a meaningful contributio to the learning process of their students.

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1. W. Haverson and J. Haynes, Modulearn ESL Literacy Program (San Juan Capistrano, California, 1980).

2. Oregon Minimal Competencies (Corvallis, Oregon: Oregon State University, 1980).

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4. Start with only a quarter of a page and progress as learners develop confidence to a half, and then a full page.

5. Oregon Minimal Competencies.

6. Literacy Volunteers of America English as a Second Language Tutor Training Workshop.

7. Karen Hlynsky, Chemeketa Community College, Salem, Oregon.

APPENDIX A

ALPHABET

APPENDIX B

NUMBER EXERCISES

Draw a line.

0	8	9	6
6	0	6	8
8	9	0	9
9	6	8	0

Make an X.

0	6	9	~~0~~	8	~~0~~	6
6	9	6	0	8	6	9
8	6	8	9	6	0	8
9	9	9	6	8	0	9

0 1 2 3 4 5 6 7 8 9	10

Fill in.

0 1 2 _ 4 5 6 _ 8 9	10
0 _ 2 3 _ 5 6 7 _ 9	10
0 _ 2 3 4 _ 6 _ 8 9	10
_ 1 _ 3 4 5 _ 7 _ 9	___
0 1 _ _ 4 5 6 _ 8 _	10
0 _ _ 3 _ _ 6 _ 8 _	___
_ 1 2 _ _ 5 _ _ _ 9	___
_ 1 _ _ 4 _ _ _ 8 _	___
_ _ _ _ _ _ _ _ _ _	___

APPENDIX C

OREGON MINIMAL COMPETENCIES

The Oregon List of Minimal Competencies grew out of a concern on the part of English as a second language educators in the state of Oregon that traditional adult programs and approaches to instruction were not sufficient to meet the needs of the changing refugee population.

Initially, a group of representatives from Oregon State University, the community colleges, and the State Office of Employment and Adult and Family Services developed a list of minimal competencies in survival skills, literacy, basic skills, general vocation (prevocation) and home management. This list was field-tested at Portland Community College, Chemeketa Community College, and Lane Community College. The Competencies have had wide distribution in the United States and form the basis for the intensive ESL programs in the UNHCR-funded refugee camps in Southeast Asia.

The principal authors of the list:

Chemeketa Community College:	Ron Bassett-Smith, Marge French, Karen Hlynsky, Her Lee, Nguyen Hung, Mark Turpin, Joyce Wilson
Clackamas Community College:	Kay Davis, Molly Williams
Lane Community College:	Sheri Lieberman-Preiss, Jean Tesche
Mt. Hood Community College:	Bill Baker, Richard Campbell, Tou Meksavanh, Jaimie Runkel
Portland Community College:	Ros Menache, Suzi Mayr, Gerry Pearson, Jim Pullen, Non Soulatha, Elizabeth Tiktin, Barbara Trotter, Normal Wallace, Kuxeng Yongcha

Oregon State University: Wayne Haverson, Judith Haynes

The field testing team:

Chemeketa Community College: Karen Hlynsky, Marilyn Prothero, Joyce Wilson

Lane Community College: Sheri Lieberman-Preiss, Toni Shapiro

Portland Community College: Kay Kandrac, Ruel Kurzet, Lee Nussbaum, Kat Masek, Ros Menache, Steven Stoynoff

Oregon State University: Wayne Haverson, Judith Haynes, Robert Proudfoot

OREGON MINIMAL COMPETENCIES IN LITERACY TRAINING

1. Pre-reading

1.1 The adult learner will understand concept of same and different.

1.1.1 Learner can orally or through actions match two or more objects or pictures which are the same.

1.1.2 Given three objects, learner can point to two objects of the same color, shape, and size.

1.1.3 Given three objects, learner can point to the object which is different from the others.

1.2 The adult learner is familiar with left-to-right progression.

1.2.1 Given a picture story of three or more pictures in left-to-right sequence, learner can point to correct picture as story is told.

1.2.2 Given three pictures, learner can sequence them from left to right as story is told.

1.2.3 Given a symbol at the left of a page and a series of symbols aligned across the page, learner can mark the same symbol.

1.3 The adult learner is familiar with sequencing from top to bottom.

1.3.1 Given a series of exercises as in 1.2.3, learner can complete in order from top to bottom.

2. Number Identification

2.1 The adult learner will identify numbers.

2.1.1 Learner can orally count objects, pictures and symbols from 0 - 10.

2.1.2 Learner can point to correct number as the number is spoken.

2.1.3 Learner can match a given number of objects or pictures with the correct written number.

2.1.4 Learner can sequence numbers from 1 - 10.

2.2 The adult learner will read numbers.

2.2.1 Learner can read numbers written as numerals, i.e., 1, 2, 3.

2.2.2 Learner can read his/her own telephone number, house number, apartment number, zip code, social security number, alien registration number and birthdate.

2.2.3 Learner can produce orally from memory the correct number from the above.

2.3 The adult learner will write numbers.

2.3.1 Learner can copy numbers.

2.3.2 Learner can take number dictation.

3. Letter Identification

3.1 The adult learner will identify letters.

3.1.1 When shown a letter, learner can say letter name.

3.1.2 Given a letter, learner can identify as capital or small.

3.2 The adult learner will read (spell) letters.

3.2.1 Learner can read (spell) letter names.

3.2.2 Learner can spell name and address.

3.2.3 Learner can spell name and address from memory.

3.3 The adult learner will write letters.

3.3.1 Learner can copy letters.

3.3.2 Learner can take letter dictation.

4. Common Survival Symbols

4.1 The adult learner will recognize common symbols for everyday survival, health, and economic needs.

4.1.1 When shown common symbol, learner can give an appropriate oral interpretation, i.e., lb., ft./in., $, ¢, : (as in time), poison, restroom symbols, ? . (question/answer), do not used in international road signs.

5. Basic Sight Words

5.1 The adult learner will read basic sight words related to his/her survival needs.

5.1.1 Learner can read by sight the following words requiring numbers as responses on forms: telephone number, house number, apartment number, zip code, date, social security number, alien registration number, birthdate.

5.1.2 Learner can read by sight the following words used on forms: first name, last name, city, state.

5.1.3 Learner can read orally his/her own name and address.

5.1.4 Learner can read and mark appropriately on a form male/female, M/F, Mr./Mrs./Ms./Miss.

5.1.5 Learner can read key survival words, i.e., MEN, WOMEN, BUS STOP, DON'T WALK, WALK, EXIT, ENTRANCE, DANGER, HOSPITAL, NO SMOKING.

5.1.6 Learner can read days of the week, months and their abbreviations.

5.1.7 If appropriate, learner can read his/her bus number and symbol.

5.1.8 Learner can read orally common sight words relating to his/her oral vocabulary, e.g., what, my, the, a, and.

6. Form Language

6.1 The adult learner will write basic numbers and words used in filling out forms.

6.1.1 Learner can copy hand-printed words from chalk board and from a second sheet of paper.

6.1.2 Upon request learner can write the following personal information: First name, last name, city, state, zip code, birthday, telephone number, social security number, alien registration number, date.

6.1.3 Given a familiar form, learner can complete form with correct personal information.

6.1.4 Learner can complete post office change-of-address card.

7. Spoken Language With Written Forms

7.1 The adult learner will associate spoken sentence with written sentence.

7.1.1 Given a sentence already known orally, learner can recite sentence as he/she looks at written sentence.

7.1.2 Given a question and answer on a "sentence strip," learner can arrange strips in sequence and can read sentence aloud.

7.2 The adult learner will associate spoken word with written word.

7.2.1 Given the words for known sentence on flashcards, learner can arrange cards in proper sequence and read words (sentence) aloud.

7.3 The adult learner will associate sound with letter.

7.3.1 Given word orally, learner can mark/point to letter that begins that word.

7.3.2 Given word orally, learner can write initial letter of that word.

7.3.3 Given consonant/vowel/consonant combination, learner can read word.

7.3.4 Given survival word in learner's vocabulary, learner can read word based on initial consonant clue.

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